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NOTES

Babyland is a charming monthly visitor for the little folks and their mammas, too. Alpha Publishing Co., Boston.

Lessons in the New Geography, by Prof. Spencer Trotter, of Swarthmore college, Pennsylvania, is the title of a book soon to be published by D. C. Heath & Company.

John Fiske, who has recently completed a *School History of the United States*, had conferred upon him at Harvard's last commencement the degree of LL. D. This is a worthy tribute to America's greatest historian by America's greatest university.

At the meeting of the North Carolina Association of Colleges held in April, the most noteworthy action was the appointment of a committee of 15, 5 college men, 5 public school men, and 5 private school men to make a report on preparatory education in its relation to the colleges and universities.

The Pathfinder comes from Washington as a real newspaper for young Americans. Its purpose is to instruct in the entertaining way by presenting the best news of the week in an attractive form for young persons. The plan is excellent and the paper so far merits favor. It is in competent hands, and promises to be a permanent addition to our educational forces.

Professor W. M. Davis, who has done so much to improve the teaching of geography, has recently prepared and published a *List of Geographical Lantern Slides*, with directions for obtaining the same. The pamphlet may be obtained for ten cents of the Publication Agent, Harvard University. The list is invaluable to teachers of geography who have a lantern at their command.

Allyn & Bacon have just issued an edition of *Nepos* by John C. Rolfe. Professor Rolfe has provided an excellent introduction, ample commentary, a carefully constructed vocabulary, and sufficient exercises for composition. Like the editor's edition of *Viri Romae*, the book is exceptionally well printed and altogether makes a thoroughly satisfactory edition of *Nepos* for school use. (Price, \$1.10.)

Ginn & Co. will publish in time for fall use *The First Latin Book*, by W. C. Collar, Head-Master of Roxbury Latin School, and M. Grant Daniell, Principal of Chauncy-Hall School, Boston. Introduction price, \$1.00. The book was first announced as *The Shorter Beginner's Latin Book*, but this title was discarded because it seemed to present the new book as a revision of its predecessor.

Messrs. Allyn & Bacon have added to their series of English works, Irving's *Sketch Book*, edited by Elmer E. Wentworth. The commentary is brief—fifteen pages in all—and in method follows the example set by Mr. Thurber in his well-known editions of Macaulay and Addison in the same series. The book is well printed on good paper, and makes a very attractive volume which ought to tempt the schoolboy to preserve it as a permanent member of his library. (Price, 60 cts.)

D. C. Heath & Co., Boston, have in press for immediate issue in their "Heath's Modern Language Series" Lessing's *Nathan der Weise* edited with Introduction, Notes and Bibliography by Dr. Sylvester Primer, Professor of Germanic Languages in the University of Texas, who is well known by his scholarly edition of Lessing's *Minna von Barnhelm* in the same series. This edition of the "Nathan" will be in every way a superior work and the drama itself stands second to "Faust" alone in German literature.

The American Book Company has published recently *White's New Course in Art Instruction, a Manual for Fifth Year Grade*, including an outline of the year's work. The introductory chapter describes the plan and method of the course and outlines a "logical course in art instruction for grammar schools, covering six years, *i. e.*, from the fourth to the ninth inclusive. The work of the fifth year is then outlined in detail and illustrated under the general heads of Geometrical, Decorative, and Pictorial Drawing. The directions are sensible and well expressed, and the illustrations, aside from their utility, add beauty to the work. Price, 50 cts.)

The Lawrence Scientific School has issued an interesting announcement of four years' course in science for teachers. The course here offered combines a training in science with a professional training for students who are preparing to teach. The new course is established because it is believed that the growing demand, justly emphasized in the recent report of the Committee of Ten, for "more highly trained teachers than are

now ordinarily available" should be met by suitable provision for such training in scientific schools and colleges. The attention of graduates of normal schools who look forward to teaching science is especially called to this course.

D. C. Heath & Co., Boston, have recently completed and published the *Educational and Industrial System of Drawing*, the author of which is Langdon S. Thompson, now supervisor of drawing in the public schools of Jersey City, N. J., and formerly professor of drawing in Purdue University, Indiana. This system is divided into a Manual Training Series of two Manuals especially for the teacher's use; a Primary Freehand Series of four books and a teacher's Manual; an Advanced Freehand Series of four books; a Model and Object Series of three books and Manual; an Aesthetic Series of six books and Manual; a Mechanical Series of six books and Manual. The earlier series have already been received with much favor by educators and have been accorded a wide introduction.

We hardly know how to describe *Oxford and Her Colleges*, by Goldwin Smith (Macmillan). But we know it is delightful. As we read we seem to breathe the very atmosphere of the old university; we are students there. We have a dim conviction that our M. A. gives us the freedom of the Convocation. In his preface Mr. Smith says: "The writer has seldom enjoyed himself more than in showing an American friend over Oxford." After reading his book we are very sure we envy the lot of the American friend, rejoicing, too, that the author was pleased to become by his pen the guide to thousands whom voice and hand might never lead. The book can be carried in the outside pocket of a sack coat, and every American who visits Oxford hereafter in body or spirit will miss much if this little volume be not his companion. It has great value, too, for the student of education, for one could hardly find elsewhere so clear and concise an account of the early history and customs of universities which were in their beginnings much more alike in all countries than they have remained, largely, perhaps, because clerical Latin was the universal language, so that transmigration of students from Oxford to Paris, for example, or *vice versa* was easy and not uncommon.

The Report of the Commissioner of Education for 1890-91 did not reach the SCHOOL REVIEW in time for notice in an earlier number. We hope that before this each of our readers has been fortunate enough to add the report to

his library. The teachers of the United States have reason to be proud of the work that Commissioner Harris is accomplishing, and grateful for the service rendered by his reports in their professional labors and investigations. We commend again, as we earnestly have done before, the publications of the Bureau of Education to the serious covetousness of United States teachers. Nowhere else is so much necessary information so easily available. But all government publications seem fated to be regarded as of little value because, forsooth, they can, by proper representations, be obtained gratis. And yet they are prepared with such scientific accuracy and at such enormous cost as no other publications ever command. They ought to be more widely distributed and more heartily appreciated. The wise distribution can come only through the anxious coöperation of those who ought to want the reports. The Report for 1890-91 has so many valuable features that they cannot even be enumerated here. Suffice it, then, to say that in addition to the most reliable statistics yet accumulated by the Bureau as to our own school system in all its departments and grades there are excellent sketches of school work in several foreign countries, partly recapitulations of the monographs included in the two preceding reports and partly new.

In order to preserve the valuable papers and discussions of the fifteen educational congresses held July 25-28, 1893, the National Educational Association, under whose auspices these congresses met, undertook the publication of the proceedings. This has been accomplished at great labor and expense, and the resulting volume is by far the most valuable ever issued by the Association.

The cost of publication far exceeds the amount received for annual memberships in 1893, and the Association can be saved from loss only by extending the sale of this volume to a second edition.

M. Gabriel Compayré, who took a prominent part in the meetings, said in "*Revue Pédagogique*":

"The entire field of education, considered in its principles and psychological foundations and studied under all its forms and in all its consequences, was open to discussion. The summary of the works of the Congress, when published, will be a true encyclopedia of pedagogy."

Dr. Wm. T. Harris, United States Commissioner of Education, under whose able direction the Congresses were organized, says of the Proceedings:

"It is a most remarkable collection of educational views and opinions, showing the educational ideals set up by various nations, and, in a measure, also the methods employed in realizing these ideals. The classification and arrangement of the contents make the volume particularly valuable while an exhaustive and partly analytical index greatly facilitates its use.

"It contains translations of all or nearly all of the papers furnished by foreign delegates, and in this respect is unique because the other International Congresses of Education have never been able to collect the speeches and papers offered at their sessions. It is true also that the foreign delegates present at Chicago were more numerous and more distinguished in ability than the same class present at any previous international congress. I believe that this volume of proceedings should have a place in the library of every American educator. I trust that the thousands of teachers who were not able to attend the Congresses will avail themselves of this opportunity to procure a complete report of the proceedings."

The Executive Committee, believing that the aims of the Association in publishing this volume will be best attained by securing the largest possible circulation at minimum cost, have decided to retain the price at \$2.00 per copy (subject to express charges) or \$2.50 per copy delivered postpaid in the United States or in any country of the Universal Postal Union. Orders with remittances may be made to N. A. Calkins, Chairman of Board of Trustees, 124 East 80th St., New York City; J. M. Greenwood, Treasurer, Kansas City, Mo., or Irwin Shepard, Secretary, Winona, Minn.

The Harvard Teachers' Association in its plan and purpose is capable not only of doing important work directly, but also of serving to some extent as a model for other organizations formed about other Alma Maters as centres. We therefore think its organization worthy of somewhat extended notice.

What follows represents the present aims of the Association. It is proposed:

1. To hold the annual meeting of the Association at the University on the Saturday preceding March 10th of each year. This time was chosen because there are not likely to be other important educational gatherings in this vicinity near that date; it is, moreover, a better time than mid-summer for obvious reasons.

2. To devote the meeting to the consideration of a single educational question from three points of view—that of the college, the secondary school, and the elementary school, when the subject presents these three different aspects, as will usually be the case; otherwise, from such points of view as may be appropriate. Examples of such questions are: The Study and Teaching of Mathematics, or of Latin, or of Science; the Function of Supervision; the Professional Training of Teachers. By bringing to bear on the discussion of such questions the thought and the experience of Harvard teachers in their various fields of work, the Association may stimulate and guide its members, and become an educational force of great value.

3. To print the papers and discussions, so soon as the membership is large enough to justify the expense involved. After the last meeting many inquiries were addressed to the Secretary asking if the papers read were to appear in print. Some of those papers have been published by educational journals, and have in this way become accessible. But these papers belong to the Association, and should be distributed by it and not by other agencies. The discussions, too, are quite as valuable as the papers, sometimes more valuable than the papers. These are lost altogether, unless prompt steps are taken to preserve them. By printing both the papers and the discussions the Association would gradually produce a valuable body of educational literature.

4. To furnish a trustworthy annual list of the names and precise occupations of the members of the Association.

5. To disseminate information concerning educational reforms and interesting educational movements in any part of the country. The members of the Association, now 116 in number, are at work in all parts of the United States. Never before has there been so much intelligent experimenting in education as at present. It will be possible, by means of our leaflets, for every member of the Association to learn at the earliest possible moment something of what is being achieved.

6. To this end, to issue not less than six of the leaflets of the Harvard Teachers' Association during each school year, and to have them contain more matter than heretofore. Members of the Association and other persons are hereby invited to communicate with the Secretary in respect to educational movements of general interest initiated or carried on in their respective communities.

7. To submit to the Association at its next annual meeting a proposition whereby persons who have never before been officers or students at Harvard University may become honorary or associate members.

8. To assist the members of the Association, through the Secretary, so far as his time may admit, in the choice of professional literature, and in questions pertaining to the details of their work ; *e. g.* in problems concerning the organization and management of schools, and in the selection of teaching apparatus, such as text-books, reference-books, and laboratory supplies.

COMMUNICATIONS, QUESTIONS AND ANSWERS

THE SCHOOL REVIEW aims to serve its subscribers in every practicable way. A good many letters now come to the editors, asking for information on some special topic. These have heretofore been answered by personal letter. But questions that occur to one will doubtless occur to others who do not write, so that answers, if printed, may help a number of others as well as the one who asked the question. We shall be glad, therefore, to have from our readers questions that they cannot easily get answered where they are, with one provision,—such questions must always relate to the teacher's vocation. If we cannot answer them in the office we may refer the letter to some specialist, of whom many are ready to help us in this way. In this case the answer may be delayed for a time, but will be the more valuable when it comes. We also invite short communications on matters of interest to our common work. In short, the aim of this department is to furnish an open account for our readers. It rests with our subscribers to determine whether this department shall become a strong, permanent feature of the SCHOOL REVIEW, or whether, after a feeble existence, it shall be discontinued.